

AGAPE



INTERNATIONAL  
ACADEMY

2023 - 2024



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# Philosophy

## **Mission Statement**

Agape International Academy (AIA) is an international, wholistic, and classical education program that is partnering with parents to personally and purposefully build loving leaders who are disciplined in soul, mind, and body for the glory of God. Our desire is not only to equip our students for higher academic learning, but also to contribute in the building of their physical health and personal character to guide them in the present and to prepare them for their future. Our staff team recognizes that God made each child as an individual with unique gifts for which they are personally responsible. The staff team will respect the individual needs of the students while fostering a community that practices taking personal and corporate responsibility to serve the needs of their concentric communities.

## **School Creed**

“I am an Agape (student, teacher, etc.). I will carefully develop humility as I grow in likeness to Jesus. Like Him, I will choose to do what others need instead of what I want. Like Him, I will choose to obey my authority even if I see no immediate reward for obedience. Like Him, I will carefully choose to be wholly sincere. Like Him, I will choose to recognize my personal responsibilities and perform them well. Like Him, I will choose to be careful and persistent in all of my efforts without giving up. Like Him, I will choose to develop knowledge and understanding with the purpose of making proper judgements and acting correctly. Like Him, I will be grateful for my situation and content with what I have been given. I am an Agape (student, teacher, etc.) and I will lead others in love.”

## **Statement of Standard**

The Bible is the absolute standard for all practice at AIA. This means that all expectations will be taken from careful exposition of Biblical truth including but not limited to: student behavior, academic standards, offering of programs, hiring practices, admissions decisions, and endorsements.

## **School Philosophy:**

***“Partnering with Parents to Personally and Purposefully Build Loving Leaders who are Disciplined in Soul, Mind, and Body for the Glory of God.”***

The purpose of man is to glorify God and enjoy Him forever. Every aspect of our school’s functionality should be guided by the philosophy that every function and decision must be purposefully developed in partnership with the parents of our students for the personal building of loving leaders who have strong discipline in the areas of their soul (spiritual/emotional), their mind (intellectual), and their body (physical). Self-discipline in these three areas allow us all the opportunity to glorify God and enjoy Him forever as we follow Jesus Christ. From difficult discipline decisions to homework assignment decisions, AIA keeps this philosophy as primary.

### 1) School Philosophy - “for the Glory of God”

It can not be overemphasized that man was created for the purpose of enjoying God and glorifying Him. The simplicity of this was summarized when Jesus expressed God’s chief COMMAND (emphasizing a duty) is for man to love the Lord with all our heart, soul, and mind. This emphasizes the priority that God gives to the nature of relationships. The way that we bring glory to God is by pursuing a personal relationship with Him as our primary desire, by submitting ourselves to Him in all aspects of our lives, and by allowing His word to be our only rule for faith and practice.

### 2) School Philosophy - “Partnering with Parents”

Parents are ultimately responsible for the education of their children. A school is simply a tool that parents may chose to utilize for the function of education. As many parents have dedicated their lives to various professional pursuits, our team has dedicated themselves to understanding how to build up the spiritual/emotional, intellectual, and physical beings of young people. ***We partner with parents and ask that parents would only allow their children to join our school program if they have carefully read the descriptions of our school as outlined in this handbook and expressed through our school’s***

*functioning program and believe that our ideas are congruous with their own.* We hope that parents can read the school's mission statement and recognize it as their own for their child/young man/young woman. A few bulleted points for consideration are listed below:

- 1) *The Bible is our absolute standard for faith and practice.***
- 2) *Three primary character values are love, humility, and personal responsibility.***
- 3) *It is critical that adults be genuine with young people.***
- 4) *Individuals must be held personally responsible for their choices and actions. Situational pressures may not encourage proper choices, but situations are not an excuse for poor personal choices or actions.***
- 5) *Students are responsible to choose to submit themselves to authority in humble obedience.***
- 6) *All of humanity is naturally selfish. It takes the redeeming work of God for individuals to learn to be selflessly dependent on God for this work of taking personal responsibility to love God and others.***
- 7) *It is the provision of discipline, sometimes in the form of punishment, that develops the self-discipline required to take personal responsibility.***
- 8) *The media that we consume is often one of our teachers. Parents must be willing to stand guard for their children and to protect them from dangers related to unrestricted technological use.***

### 3) School Philosophy - "Personally Building"

We believe that developing the character of Jesus Christ is the final purpose towards which God is laboring in the lives of all who follow Him. Jesus expressed that relationships are the foundational element of our existence. We start with a relationship with God when we "love the Lord [our] God" with our whole being. As we come to know our God better, we recognize just how much he loves humanity. Because of our love for what He loves, we will choose to "love [our] neighbor as [ourselves]". As our team recognizes this truth, we pour our lives out for the individual students that attend AIA. While our school is neither a reform school nor a school dedicated to the purpose of assisting students with special needs, we do recognize the importance of developing the individuality of the student so that their gifting and purpose can be utilized within greater concentric community contexts.

#### 4) School Philosophy - “Purposefully Building”

The design of AIA is to be specific, concise, and purposeful. God is not the author of confusion. Our staff must perform all professional tasks at the school with purposeful intent. Supervisors will help build all individual staff members in this area and everyone will know 1) what the goals are, 2) what the school’s philosophy behind the goals are, 3) and how the goals can practically be met. Staff members are also expected to understand how their daily choices are impacting the final goal. Our design is that every student and staff member would know and internalize our school creed so that they become an active agent in the school’s mission statement.

#### 5) School Philosophy - “Building Loving Leaders”

A leader is a possessor of one or more followers who are desiring or requiring guidance. The reality is that, except for the youngest infant, everyone is a leader to some measure. Older siblings (or friends) are leading their younger siblings (or friends). Teens are leading younger peers who are watching them from afar. Adults are leading other younger adults or teens who are pooling guidance from their lives. Jesus, as the greatest example of leadership, chose to lead from a position of sacrificial love. He flipped common leadership paradigms on their head when He demonstrated how the leader is the carrier of all problems for His followers. He demonstrated how to delegate labor and how the purpose of leadership is the relationships that are served.

#### 6) School Philosophy - “Disciplined”

AIA defines discipline as the ability to choose to do what is right and to not choose what is wrong. It is the defining of right and wrong that can provide students with clarity in becoming self-disciplined.

#### 7) School Philosophy - “Disciplined in Soul”

The soul is the seat of an individual’s will and emotions. Being disciplined in soul means knowing how to handle emotions, how to be disciplined in will, and how to take personal responsibility to love God and to obey Him. We clearly define and provide specific examples of seven core



values that are rooted in humility and that can be clearly seen as Christ-honoring to give specific goals towards which the students can grow. We believe that students must be held personally responsible for their choices to believe God's Word and follow Jesus Christ. We believe that sanctification-or the process of developing Christlikeness-is a supernatural work of God. But those who would follow Him will submit themselves to love and obey Him. We want our students to be abounding with joy and full of peace. We believe that providing soul discipline allows them to live in a state of cleanliness and clarity.

#### 8) School Philosophy - "Disciplined in Mind"

Academic/intellectual growth is fundamental to our program. We believe in a classical philosophy of learning levels defined by the medieval trivium. This provides the following classical education philosophy for why we educate the way do:

Grammar Stage (Grades 1-4): The Pages - Young students LOVE to memorize. They enjoy assimilating facts and building a foundation of understanding. These are the years for gathering tools for the educative building process. Students will be fascinated, will be encouraged to reason and to question, but will mostly be guided to collect and store knowledge that will be useful for their future years of logic and rhetoric studies. This is a stage of training in preparation for more disciplined and responsible future studies.

Logic Stage (Grades 5-8): The Squires - Students in these middle years have begun to recognize that there may be portions of subjects that may require more defining. They begin to carefully reason through their knowledge and begin to understand how it applies. These are the years for practicing the use of and exploring the applications for the educative tools and materials. Students will put things together and tear them apart. They will be asked to reason and to question. They will be taught how to model understanding and will be taught that absolute truth is found only in God's word. As these students grow in physical and mental prowess, they can earn honors in academics, in community service, and in physical fitness.

Rhetoric Stage (Grades 9-12): The Knights of Agape - These students will be expected to show the maturity of adults. They are expected to utilize the knowledge that they have gained and to apply what they understand. These are the years where students are expected to demonstrate true mastery of the learning process. They have been given all of the tools and materials, and have been trained in their uses and applications. Now, the students will learn to use these tools and materials to construct actual answers to their community's problems. The final goal for the high school student is to produce a project that is carefully designed by the student according to relevant ethical and scientific practices that serves a need in the local community.

### **School Product - "What is a Loving Leader?"**

Our desire is to partner with parents to produce a man or woman who could be defined as a confident, enterprising, and healthy young person with exceptional strength of character and spiritual foundations who is fully prepared to be an excellent friend, spouse, parent, employee, or world leader.

### **School Pattern - "We are an International, Wholistic, and Classical Institution"**

The purpose of the program is to partner with parents to personally and purposefully build loving leaders who are disciplined in soul, mind, and body for the glory of God. In order to achieve this purpose, the school employs a wholistic design that balances spiritual/emotional, intellectual, and physical pursuits that develop discipline in these three areas. To develop perspective for students and to prepare them for future opportunities of God-honoring international business or service, the school has developed a focused international program that guides students through language study, cultural studies, and cultural experiences. The classical aspect of the institution governs the academic pursuits by dictating philosophy and methods for mastery of content at the various levels of schooling-as previously described-and determines the programs that are purposefully designed for various ages.

## 1) Academic Structure - “We are a Wholistic Institution”

With desire to build loving leaders who are disciplined in soul, mind, and body, AIA employs a wholistic design that addresses spiritual/emotional, intellectual, and physical aspects of student development.

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### Spiritual and Emotional

The goal of AIA for discipline centers around the development of seven core values that demonstrate Christlikeness. The foundational elements of these values are the development of humility defined as a reliance on God for all things, the development of personal responsibility for choices, and the development of self-sacrificial love. All seven of the defined values form the foundation on which all discipline for the school is built. Students learn that they are personally responsible to choose their own behavior. While environmental and societal factors can influence the relative challenge of making choices that glorify God, the school staff and program will encourage all students to understand that they can do all things through Jesus Christ who can produce by the Holy Spirit and through them love, joy, peace, long-suffering, gentleness, goodness, faith, meekness, and temperance. It is through humble submission to God and belief in His word that individuals can be full of spiritual and emotional victory through faith.

While the operational elements of the discipline system will be defined in a later section, it is important to state here that AIA has some specific rules for specific times/locations, but the main purpose of the discipline system is to guide them to self-discipline development that they will need in the present and in the future as a child, friend, spouse, parent, employee, or world leader. The following core values and definitions help to articulate the purpose of the school and are listed in order of expected development of maturity:

All of these values are conscious choices under God...

- 1) Love - to serve other's needs over our own.
- 2) Responsibility - to know and to do what is ours to do.
- 3) Obedience - to do what authorities command.
- 4) Honesty - to be wholly sincere.
- 5) Diligence - to be careful and persistent in our effort.

- 6) Patience - to be grateful for our situation and content with what we have holding onto established hope for the future.
- 7) Wisdom - to use our knowledge and understanding to judge and act correctly.

A secondary aspect of the Spiritual/Emotional development of students is a recognition of how the development of wisdom in the lives of individuals can progress. The Proverbs of Solomon describe four personalities that demonstrate various levels of character development:

### **A) The Wise Person**

The wise person is an individual who is settled in their love for God and their pursuit of a relationship with Him. Such individuals are dependent on God and are choosing to hear, believe, and obey His words. They have gathered knowledge, have understanding of what they know, and they choose to act and judge in harmony with the Truth of God.

“A wise son heareth his father's instruction...” - Proverbs 13:1

### **B) The Simple Person**

The simple person is an individual who is easily influenced by a variety messages. Such individuals are not completely settled in their pursuit of what is right or they are confused concerning the truth of God's word. They are often lazy or at best lackadaisical to pursue the truth.

“For the turning away of the simple shall slay them...” - Proverbs 1:32

### **C) The Fool**

The fool is an individual who doubts the existence or truth of God. Such individuals will often choose to personally act in opposition to what God defines as righteousness and will frequently and willfully choose sin. Fools will be identified by administration and given opportunity to humble themselves and choose to forsake their foolishness in repentance.

“It is as sport to a fool to do mischief...” - Proverbs 10:23

## **D) The Scorner**

The scorner is an individual who clearly knows the truth. Such individuals actively labor to cause others to follow them into choices that are wrong and attempts to make mockery of individuals who believe the truth, obey God's word, or encourage others to do the same. Scorners will be asked to leave the school program.

“Cast out the scorner, and contention shall go out; yea, strife and reproach shall cease.” - Proverbs 22:10

It should be understood that ignorant youths are often simple but that foolishness is bound up in their heart. As they hear teaching from parents, teachers, peers, or other possible influences (like media), they will be held personally responsible by God to hear His truth and to respond in faith.

### Intellectual

The goal of AIA for the intellect is that all individuals would recognize their personal abilities to pursue knowledge, attain personal understanding, and then utilize wisdom to serve their communities to the glory of God. Preparation for high levels of collegiate study is simply an outcome of proper intellectual development. Students are provided with the foundational tools of learning. Our students will not only be taught subjects, but will also be taught how to learn. They will be taught how to approach subject matter, how to observe the world, how to ask meaningful questions, how to carefully research possible answers, and how to develop methods for quantitatively establishing proofs on which their understanding can rest and from which their wisdom can draw for applications. Throughout the stages of their education they will be brought from the role of student to that of teacher. The final intellectual stages of rhetoric (high school) students will see them fully prepared to take on any adult pursuit that they believe they are led into through which they might serve the needs of their communities to the glory of God.

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## Physical

The goal of AIA for physical wellness is that all students would understand their personal responsibility to develop discipline in the five physical categories of strength, health, flexibility, endurance, and dexterity. All the goals for physical fitness were developed from the end backward to ensure that students are gradually growing in their strength and physical prowess. It is not expected that all students would be professional athletes, but it is expected that every student would develop personal discipline in these five major areas of physical wellness. Students will have daily responsibilities to exercise discipline in these five categories and will learn how to approach each with moderation and care. As students develop strength, they will focus on an understanding of how various muscle groups develop and will balance strengthening with muscle care and recovery. Within the area of health, students will study and practice good nutritional, hygienic, and rest/recovery practices. For flexibility, students will be balancing their strength training with flexibility to ensure that muscle tightness does not lead to injuries. Endurance emphasizes the development of the cardio and respiratory systems of the students while it also develops mental and emotional strength. Finally, dexterity represents sporting skills. Students will also be encouraged to consider joining sports teams for the development of physical dexterity.

### 2) Academic Structure - “We are an International Institution”

Having had our program beginning in Lijiang, Yunnan, China, the international aspect of our school that helps students learn to appreciate a variety of languages, cultures, social situations, and geographical locations is an integral focus. Students who attend AIA will be carefully and purposefully guided to fluency in the English, Spanish, and Chinese languages. These three languages consistently continue to be critical for common international communication. Students traveling around the world would find that these three languages would provide the best mix of languages to be able to speak with the average individual that they would meet. Such language immersion experience will prepare our students for any future international pursuits and will open countless doors of opportunity for occupational and service prospects.

As an international school, AIA will labor to develop an international atmosphere. AIA will employ international and local staff who have a passion for international communities. Certain times of the day will be set aside for immersion and staff will be encouraged to purposefully include many cultural enrichment experiences for students to be involved with. AIA will labor to collaborate with international schools around the world to provide opportunities for our students with which to develop relationships with students from other countries from which they can learn about the variations in culture and how to be accepting of customs that may not be common to the average American student. Service or study abroad trips will allow students the opportunities to travel to parts of the world where they can use their language learning and the skills that they have obtained at AIA to serve international communities and to testify about the good news of who Jesus Christ is and what He did for humanity through His death, burial, and resurrection. Students can start attending these trips in the seventh grade and the Agape program will include purposeful fund raising.

### 3) Academic Structure - “We are a Classical Institution”

Employing the trivium - grammar learning, logic learning, and rhetoric learning - as the philosophical underpinning for academic development, AIA seeks to implement classically relevant practices. The design of the academic program is not simply to provide subject matter, but to use subject matter as a tool to teach students what learning is and how they can pursue learning in their lives. “The Lost Tools of Learning” by Dorothy L. Sayers is a seminal article on the topic of the trivium that provides insight for anyone interested into why a school would employ a late-medieval (classical) approach to education. Our school will not employ all aspects of the classical approach to learning. As one of our founding members stated, “We are providing classical education for the 21st century.” We will replace the study of Latin or koine Greek with the study of living languages. While we would never deemphasize the importance of Latin as a foundational element to the romantic languages or for its prevalent uses within the scientific communities, we believe that etymological and morphological studies within the program’s English program more than suffices to assist students in the mastery of the English language and all of its beauty.

# Program

## **Accreditation**

Our educational institution will pursue appropriate accreditation in a timely manner.

## **Curriculum**

The Scope and Sequence for the school's academic program will be posted to the school website at [agapeinternationalacademy.org](http://agapeinternationalacademy.org) as the grades are finalized. Later logic and rhetoric courses will follow syllabi designed to establish a collegiate level of expectation for the courses.

## **Dishonesty in School Work**

Except when working on group assignments, all students will be required to do their own work. Copying, plagiarizing, and allowing others to do their work, even homework, would result in no credit for the grade and it would be considered a major failure to choose to act honestly and diligently.

## **Parent/Teacher Conferences**

Formal parent/teacher conferences are scheduled on the official school calendar. This allows for questions and discussions related to the academic report and all areas of the student's growth and development. As questions or concerns may occur at other times in the year, it is crucial that parents schedule extra meetings with their child's teacher whenever there is a need. After talking with their child's teacher, if problems persist, the parent is encouraged to speak with the teacher's supervisor. The goal of staff-parent communication is that they would be unified together for the school's mission. Parents and staff must take care not to allow any misunderstandings or confusion to cause the student to recognize disunity as this could be detrimental to both the spiritual/emotional and intellectual development of the student.



## **Plan of Study**

Students will be monitored in the three areas of intended development—spiritual/emotional, intellectual, and physical. The teacher may use the following criteria to evaluate each student:

Spiritual and Emotional: (*see the discipline code section*)

Intellectual: observations, daily work, tests, participation, performance.

Physical: exercise regiment, nutritional decisions, rest/recovery decisions

These grades/records will be recorded periodically and parents are responsible to monitor progress/developments/concerns. The nine-week evaluation for these three areas will be produced automatically as an average of the quarterly progress. Parents will receive bi-weekly notifications concerning term end dates. While parent/teacher conferences will be held in order for teachers and parents to formally discuss the student's progress, it is imperative that parents and staff work together to best encourage the students' success.

## **Report Cards**

At the end of each quarter, an academic report card is compiled and sent home. The students will be graded on individual achievement. Throughout the quarter, teachers and parents will be notified if the student is earning "C" averages or below in any subject. The report cards are very important to the recording of our students' academic progress. If a parent has any questions about grades, then they are encouraged to speak with their teacher about their concerns.

## **Grading Scale/ Term Papers/ Developmental Honors**

While progression through the program, graduation requirements, and school honors are accumulated for all three aspects of development (spiritual/emotional, intellectual, and physical), the intellectual (academic) records will be the only record used to calculate GPA for college application purposes and will only accumulate for high school level classes (some of which may begin as early as grade 7):

Grading Scale (Grades 1-6)					
A+	≥ 98	A	≥ 96	A-	≥ 93
B+	≥ 90	B	≥ 88	B-	≥ 85
C+	≥ 82	C	≥ 80	C-	≥ 77
D+	≥ 74	D	≥ 72	D-	≥ 69
F			≤ 68		

Grading Scale (Grades 7-12)					
A+	≥ 97 [4.0 GPA]	A	≥ 94 [4.0 GPA]	A-	≥ 90 [4.0 GPA]
B+	≥ 87 [3.0 GPA]	B	≥ 84 [3.0 GPA]	B-	≥ 80 [3.0 GPA]
C+	≥ 77 [2.0 GPA]	C	≥ 74 [2.0 GPA]	C-	≥ 70 [2.0 GPA]
D+	≥ 67 [1.0 GPA]	D	≥ 64 [1.0 GPA]	D-	≥ 60 [1.0 GPA]
F			≤ 59 [0.0 GPA]		

## **Examinations**

The AIA courses for grades 7-12 are being developed around a program that allows a measure of individual instructor flexibility while maintaining a standard of learning through the use of administrative examinations which may be issued to the students at midterms and end of terms. These papers (exams) will be developed by the administration to demonstrate that the students have successfully mastered required skills, acquired the required knowledge base for the course, and can demonstrate grammatical, logical, and rhetorical grasp of the course as expected.

For the purpose of maintaining a standard while allowing flexibility in instructor preferences for course design, the Administration may develop midterm and end of term examinations that will be issued to students and would be *worth a total of 40%* of the period grade. Once these are developed, it will be the responsibility of the teacher and students to “learn how to learn” administratively-specified learning goals (skills and knowledge bases) that will be outlined in the course syllabi.

## **Developmental Honors**

### Shields:

Agape students will be given a shield as they begin studying at the school. The students and their parents will choose a basic design for their family's crest and will take responsibility to draw out their intended design to be etched into the shield. The shield will then be painted by the student and their family and will be kept at the school to store achievement/merit pins. These pins will provide a way to visually demonstrate student achievement at times of recognition.

### Academic Honors:

- 1) Specific badges for subject-specific grade point averages, for specific learning achievements, and for specific project completions can be earned to adorn the student's shield starting in the fifth grade. Students carry their shields on their backs for graduation events to demonstrate their accomplishments.
- 2) Honor roll is based on a 4.0 system. An "A" is 4.0, "B" is 3.0, "C" is 2.0, "D" is 1.0 and an "F" is 0. Grades from all classes will be averaged together. Students with an average of 3.9 or higher will be placed on the Solomon Honor Roll and graduating Pages or Squires with a cumulative average of 3.9 or higher during their year of progress would be honored to wear a golden tassel around their waist for the graduation ceremonies. Students with an average of 3.5 or higher will be placed on the Academic Honor Roll and graduating Pages or Squires with a cumulative average of 3.5 or higher during their year of progress would be honored to wear a royal blue tassel around their waist for graduation ceremonies.

### Spiritual and Emotional Honors:

- 1) Specific badges for community service, for family service, for specific demonstrations of core values, and for scripture memory can be earned to adorn the student's shield starting in the fifth grade. Students carry their shields on their backs for graduation events to demonstrate accomplishments.
- 2) Honor roll based on a 4.0 system. An "A" is 4.0, "B" is 3.0, "C" is 2.0, "D" is 1.0 and an "F" is 0. Grades from all aspects of the core values will be averaged together. Students with an average of 3.9 or higher will be placed on the Agape Honor Roll and graduating Pages or Squires with a cumulative average of 3.9 or higher during their year of progress would be honored to wear a golden shirt for the graduation ceremonies. Students with an average of 3.5 or higher will be placed on the Spiritual/Emotional Honor Roll and graduating Pages or

Squires with a cumulative average of 3.5 or higher during their year of progress would be honored to wear a white shirt for graduation ceremonies.

#### Physical Honors:

- 1) Specific badges for faithfulness in exercise, for nutritional choices, for flexibility development, and for sporting achievements can be earned to adorn the student's shield starting in the fifth grade. Students carry their shields on their backs for graduation events to demonstrate their accomplishments.
- 2) Honor roll based on a 4.0 system. An "A" is 4.0, "B" is 3.0, "C" is 2.0, "D" is 1.0 and an "F" is 0. Grades from all aspects of the core values will be averaged together. Students with an average of 3.9 or higher will be placed on the Benaiah Honor Roll and graduating Pages or Squires with a cumulative average of 3.9 or higher during their year of progress would be honored to wear a golden-colored necklace for the graduation ceremonies. Students with an average of 3.5 or higher will be placed on the Physical Honor Roll and graduating Pages or Squires with a cumulative average of 3.5 or higher during their year of progress would be honored to wear a silver-colored necklace for graduation ceremonies.

### **Retention in Grade**

In some instances, a student may need to repeat a subject or entire grade in order to grasp the academics of that level. Just because a student is "held back", does not mean that he/she is slow or unskilled in learning. Although each child has his/her own proficiencies, some children may require extra time to learn how to learn certain subjects. If a student needs to repeat a grade level, there are several things considered before the decision is made. Retention in a grade will not harm the GPA of a student as the highest grade for any class will be the grade retained for a student's official record.

1. Teacher's initial evaluation
2. Parent input
3. Parent, teacher, principal meeting
4. Testing, if available
5. Recommendation
6. Administration's ultimate decision

### **Standardized Testing**

Our educational institution will use standardized testing to provide the school and parents with a better understanding of the child's learning progress and the school's teaching abilities. Test results will be available upon request. Testing will begin in grade level one.

### **Community Service/ School Cleaning**

As a part of our program's intentional training of personal responsibility and service, students will be expected to take part in our school's community service program and our school cleaning program. Students will learn how to take personal responsibility for the cleanliness of their community through practice in accomplishing chores of cleaning around the school. Students under grade seven will not be asked to handle any chemicals. Students from grade seven to twelve may handle common cleaning chemicals as a part of their activity in the school cleaning program. Parents must inform the school of any potential allergies or major concerns so that participation decisions may be appropriately adjusted.

## Admissions

### **Application Procedure - The Four Steps**

#### Step 1) Get to Know Us

It is critical that parents know who we are, what we stand for, and how we plan to accomplish the goal of personally and purposefully building loving leaders who are disciplined in soul, mind, and body for God's glory. Parents are encouraged to ask questions and get to know our school.

#### Step 2) Express Interest

Parents can express interest in enrolling their child by contacting our school office via an online submission or by calling our school office. The phone number for our office is at the end of this handbook.

#### Step 3) Complete Parent Survey & Student Application

We believe that it is critical for us to partner with parents in the education process! As we are dedicated to a personal form of education, it is important for us to know a bit about the ideas and philosophies of parents who are considering making an application.

The student application is a standard form with necessary legal and education information. At this stage, the school may request additional testing and all students will have a time of casual interview to meet with a staff member in order for us to get to know the student!

#### Step 4) Admission Decision

We are excited to partner with many parents for the personal and purposeful building of loving leaders who are disciplined in soul, mind, and body!

#### **General Requirements**

A general requirement for enrollment at our educational institution is that the parents agree with the policies, program, and philosophy of the school as listed in this handbook, and sign the agreement form.

#### **Acceptance**

After the student has been officially accepted, the first tuition payment must be paid before the child can begin class. It is the responsibility of the parents to read and accept the financial policies written on the official school receipts for tuition. Acceptance into our educational institution does not mean automatic acceptance into the school the following year. Admission of a student is based upon administrative discretion

#### **Class and Grade Level Placement**

Our educational institution reserves the right to determine a student's appropriate grade level placement. For students who are requiring remediation in any subject, our educational institution will provide a plan of study to help them advance to their proper age/grade level. Our educational institution reserves the right to determine the length of time and financial cost (e.g. special ESL courses) to accomplish this goal. Parents have the right to

accept and enroll their child or reject and not enroll their child. If a parent disagrees with the decision that is made, deciding not to enroll their child, they should notify the school before the first day of scheduled school according to the official calendar. In this case, they will be reimbursed all refundable tuition according to the agreement signed by the parents on the official school receipt for tuition.

**Note:** Though it is our desire to help every family with the education of their children, we do realize that our school may not be able to meet the needs of every family. Our private educational institution reserves the right to make all final determinations to accept, reject students, or expel students. Rejection of an applicant will be based only on academic, philosophical, or behavioral reasons. Our educational institution does not discriminate in hiring or admissions processes based on race, color, ethnic origin, gender, or nationality.

### **Re-enrollment**

To secure your child's place at our educational institutions for the next school year, you must officially re-enroll him/her. Re-enrollment packets will be sent home along with the spring deadline for re-enrollment. Students whose re-enrollment packets are received after the deadline will be added to the waiting list and admitted on a space-available basis.

## Attendance

### **School Hours - 7:40 - 3:30**

Early Arrival (\$8 for the period):                      6:30 a.m. - 7:40 a.m.

Planned Schedule for Later Logic and all Rhetoric Students (Grades 7-12)

<i>7:40-8:00</i>	<i>Standard Arrival Time/ Breakfast</i>
<i>8:00-8:30</i>	<i>Bible Study</i>
<i>8:30-8:50</i>	<i>Exercise/ Health</i>
<i>8:50-8:55</i>	<i>Clean Up/ Prepare for First Period</i>
<i>8:55-11:45</i>	<i>Classes</i>

<i>11:45-12:25</i>	<i>Lunch</i>
<i>12:25-3:20</i>	<i>Classes</i>
<i>3:20-3:30</i>	<i>Facilities Cleaning/ Class Chores</i>
<i>3:30-5:00</i>	<i>Every Other Week on Tuesday is Mandatory Local Community Service</i>

Students who sign up for early arrival with the school are allowed to enter the school through the Gym entrance at 6:30. Other students will be allowed to enter, but will be enrolled in the school's before care program if entering before 7:40 a.m..

Regular attendance and punctuality are a part of careful discipline. Academic achievement depends much upon the student being present to participate in classroom activities. When grammar (1st-4th grade) students arrive on campus, they must be escorted by their parent/guardian to the designated waiting area. Any student who arrives after 8:00 a.m. is expected to visit the office to report their tardy arrival.

All students not attending after-school activities must be picked up between 3:30 p.m. and 3:50 p.m.. An after-care fee of \$8 will be charged by increments of one hour. Parents who will not arrive by the scheduled pick-up times MUST notify the school, but will still be required to pay aftercare fees.

### **Absences**

Since regular attendance and classroom participation is important to the development of discipline and unity, parents are encouraged to schedule trips, appointments, etc. outside regular school hours whenever possible. Please call the school as early as possible if your child will be absent, late, or needs to be dismissed early. When students are absent, their schoolwork should be made up; however, there is no way to make up for classroom discussions, participation, etc., and your child may lose academic credit for those activities. It is the responsibility of the individual students, and their families, to request makeup work in the event of absence. Parents should inform the teacher in advance if a child will be dismissed early for any reason.

In the event that extraordinary circumstances require that the student be absent from school, an Authorized Absence Plan must be developed jointly



by the teacher, administration, and the student's parent/legal guardian. Parents should inform the school at least two weeks before the prolonged absence begins. The plan will define the length of absence and the means by which the student will make up the work missed and must be approved and signed by the administration and the parent/guardian prior to absence. The documentation for this Authorized Absence Plan may be found in the Agape office. It is the responsibility of the parent to check with the office for the appropriate paperwork to file for an authorized absence. All absences, whether excused or unexcused, disqualify the student from perfect attendance recognition.

Excused absences include but are not limited to the following:

1. Illness
2. Death in the family
3. Inclement weather
4. Government-mandated quarantine
5. Emergency conditions as determined by the administration
6. Prior permission from the administration and consent from the parent/legal guardian

### **Tardies**

Tardies are not much different from any other classroom disruption. When a student arrives tardy he/she is interrupting the class and whatever activity is in progress. Students are expected to be seated and ready to begin at the start of class. If a student is not completely ready for the day at when the teacher begins class, then he/she will be considered tardy. Three or more unexcused tardies per quarter will count as one unexcused absence toward perfect attendance. Students arriving after the start of school must first go to the office and receive a pass to class. Tardies related to weather, driving conditions, or unforeseen events may be excused at the discretion of the administration. Participation in a car pool is not a cause for excuse unless the above conditions are a factor.

## **Awards**

Perfect Attendance, School Honors, Improvement, and Achievement awards are given at the midterm and term ending awards ceremony. Parents will be notified by the teacher of the ceremony date.

## Discipline Code

Loving discipline is essential for young people to feel secure in the learning environment. It is important for young men and women to know what behavior is expected and that there are consequences for misbehavior. Our discipline system consists of three levels.

**The voice of instruction:** Teachers will carefully instruct students in the core values of the school and will expect students to focus on learning to pursue these values according to the school creed. Careful training develops self-control and character. The student must know the rules/principles and why they are important. This is foundational to the student succeeding in their future. Teachers will carefully guide students in love.

**Correction:** A student that acts foolishly (out of line with the expressed and expected standard) will receive rebuke that will express or will dialectically guide recognition: that the choice was foolish, how the choice was foolish, what the wise choice would have been, and how a correction can be made for the future. It is expected that the student would respond with: recognition of personal responsibility, recognition of foolishness, and repentance demonstrated through careful apology and willingness to receive consequences as earned.

**Punishment:** Punishment fits the offense and is fair. Punishment is always due when there is rebellion.

At our institutions, discipline is based on several premises:

1. Teachers have a right to teach.
2. All students have a right to learn.
3. Students must be held responsible for their own choices.
4. No student may deprive another of his/her right to learn.

5. All students have a right to feel safe and secure in the learning environment.

Our institutions' discipline plan teaches students what the absolute standard is, what they may have done to oppose the standard, how to correct their behavior, and how to assume responsibility for their behavior.

### **Substitute Teachers:**

It is important to recognize the substitute teacher as being essential in keeping our schools running efficiently. In light of this, a special discipline policy will be enforced when a classroom has a substitute teacher. If a student is disrespectful or disobedient, on the **FIRST** offense, he or she will receive punishment.

### **Core Values and Definitions**

As we work to develop loving leaders through high standards of academics and exemplary personal living, we expect for our students to maintain personal responsibility for the developing of their character into that of a loving leader and exemplary citizen. The school has a minimal number of rules in place to help students to understand that certain behaviors are unacceptable. But it is critical that students learn to internalize the spirit of the rules and embody characteristics described by our school creed and defined by our seven core values.

Such character evaluation dives deeper into the student's personal life. Students in the middle and high school must be evaluated by all of their teachers and receive passing marks in each of the following areas in order to remain an active student at the school. This will take work on the part of the student, and the school will also work with the students through mentorships and communication with parents to provide opportunities to learn these character traits through volunteer activities, class assignments, and other means. Parents should frequently take students through this list and evaluate together how the student is doing in developing these character traits.

The Seven Core Values: Love, Obedience, Honesty, Responsibility,  
Diligence, Wisdom, Patience

A. Love - to serve other's needs over our own. "Do what is best for others."

*John 15:13*

1. Be Kind
2. Speak Carefully
3. Care for the Weak and the New
4. Help Others
5. Choose to Serve Others

B. Obedience - to do what authorities command. "Obey, right away, with a good attitude."

*Hebrews 13:17*

1. Follow National Laws
2. Follow Parent's Rules
3. Follow School Rules
4. Obey Immediately
5. Be Respectful (don't interrupt, listen carefully, develop empathy)

C. Honesty - to be wholly sincere. "Do not pretend."

*Romans 12:17*

1. Develop Trustworthiness
2. Look Other People in the Eye When You are Talking With Them
3. Don't cheat

D. Responsibility - to know and to do what is ours to do. "Know and Do What is Expected."

*Romans 14:10*

1. Take Responsibility for Mistakes
2. Apologize even for an accident
3. Know your Responsibilities
4. Work Hard Even if You Are Alone
5. Develop self-control
6. Don't ask someone else to do your work
7. Be grateful for any help
8. Be Prepared for What Comes Next

E. Diligence - to be careful and persistent in our effort. "Don't Give Up."

*Colossians 3:23*

1. Don't Give Up

2. Solve, Don't Complain
  3. Develop Self Discipline
  4. Be Complete and Neat
  5. Develop Personal Goals
- F. Wisdom - to use our knowledge and understanding to judge and act correctly. "Do What is Right."

*James 3:13*

1. Be Always Learning
  2. Ask Questions
  3. Take Rest When Needed
  4. Learn to Act on Knowledge
  5. Judge slowly and carefully
  6. Make Choices in Line with These Values
  7. Develop Humility
- G. Patience - to be grateful for our situation and content with what we have. "You Have Everything You Need."

*Philippians 4:11*

1. Let others go before you
2. Wait Calmly
3. Be Content with what You Have
4. Find Ways to Entertain Yourself
5. Use the Time that you have well

## **Obedience, Recognition, Repentance, and Restoration**

As it is our ultimate purpose to help young men and women develop into loving leaders maintaining strong relationships with God and with men and women as they humbly follow Jesus, it is critical that our students learn to obey their highest authorities in submission. Obedience is not simply agreeing to perform a duty for a reward (that is an obligation or agreement). Obedience is a willingness to submit and do what authorities have commanded regardless of the outcome. As students learn the truth about their relationship with God, they will recognize that we all possess a tiered measure of authorities.

God is our ultimate authority who has delegated authority to parents who have delegated authority to administration/staff, etc. Our students are required to obey their highest authority if there is ever a conflict of interests

(i.e. if a school rule were to be in opposition to God's will according to scripture, then the student should obey God's will). It is the responsibility of the school in such a case to make adjustments, to be in line with God's authority. The school does recognize the authority of the parents in the lives of the students. But should the parents' rules ever be at odds with the school's rules, then a comparison will need to be made with God's highest authority from His word to determine whether the school's policy needs to be altered or whether the parents should be admonished to reconsider their rules or philosophy.

Because of the importance of relationship development through submission and obedience, it is critical that students:

- A) Recognize when they have made a choice to step out of line,
- B) Apologize for that mistake to the appropriate individuals,
- C) Demonstrate repentance through a willingness to receive necessary consequences for actions that fall outside of our identities according to the school creed, and
- D) Be restored back in humility.

A student who does not follow these steps is demonstrating themselves to be either foolish (believing something that is not true about God and His word) or scornful (knowing the truth, but choosing not to follow it). Either way, students will be rebuked and given an opportunity to recognize this fault and make adjustments. Ultimately, foolishness and scornful rebellion can not be tolerated within the school body because of the effect that it will have on other students in the school.

## **Offenses**

**Minor Offenses:** The teacher, or other staff, will handle minor offenses. Minor offenses usually involve instruction and correction. When a minor offense is repeated continually, it becomes a major offense. Discipline is the responsibility of all staff, not just the classroom teacher, and the student is expected to obey all requests promptly. Minor Offenses include, but are not limited to:

- Delayed obedience or disobedience of a Teacher
- Failure to complete assigned homework
- Failure to complete assigned class work
- Back-talking a teacher
- Minor dishonesty (stealing, lying, cheating)
- Disruption of class
- Rough-play
- Unkind behavior towards other students
- Mishandling school property
- Possession of prohibited items as laid out in this Student Handbook
- Breaking minor school rules

**Major Offenses:** The following is a non-comprehensive list of actions which will be considered major offenses:

- Fighting, hitting, kicking, other physical abuse, or dangerous rough-play.
- Blatant disrespect or arguing with a teacher
- Name calling, profanity, or inappropriate language
- Dangerous throwing of or playing with various items.
- Endangering other students or staff.
- Continued or major dishonesty (stealing, lying, cheating)
- Continued disruptive behavior, or failure to follow classroom rules
- Destruction of property
- False fire alarms (This will result in an immediate suspension for the remainder of the day and for the next day.)
- Serious intimidation or bullying (This will also result in an immediate suspension for the remainder of the day and for the next day.)
- Vandalism
- Inappropriate use of the restroom
- Breaking major school rules or consistently breaking minor school rules.

**Punishment for Major Offenses will be:**

- a) First Offense: Correctional Procedures Requiring Repentance, loss of privilege, and a note sent home to parents.

- b) Second Offense: Student will complete a Behavior Contract
- A second offense is a major offense within 30 days of the first offense
  - The behavior contract will outline the punishment for the offense including but not limited to the loss of privilege
  - If the second major offense is within 30 days of the first offense the student could be subject to a one-day suspension
  - Parents and teachers should meet to discuss methods for improvement
- c) Third Offense: One-day Suspension/ Behavior contract
- A third offense is a major offense within 30 days of the second offense
  - The behavior contract will outline the punishment for the offense including but not limited to loss of privilege
  - Parents and teachers should meet to discuss methods for improvement
- d) Fourth Offense: Two-day suspension/ Behavior contract
- A fourth offense is a major offense within 30 days of the third offense.
  - The behavior contract will outline the punishment for the offense including, but not limited to, one two-day suspension and loss of privilege
  - Parents, teacher, and administration should meet to discuss methods for improvement.
- e) Fifth Offense: Expulsion
- A fifth offense is a major offense within 30 days of the fourth offense.
  - It is not the desire of our institutions to expel any student, but major offenses must be taken seriously by administration, staff, and parents.

\* Reimbursement will be required for any property destruction.

### **Major Infractions:**

This list of major infractions, not meant to be all inclusive, are infractions (EXTREME major offenses) that rise above the level of school



offenses and will be enforced at the level of correction to legal action with increased parental and administrative involvement are:

- Reckless driving on the campus
- Vulgarity/ Profanity
- Inappropriate contact with another student
- Dishonesty (stealing, lying, cheating)
- Possession or use of tobacco in any form
- Offensive or profane literature
- Possession or use of any alcoholic beverage
- Possession or use of a controlled substance
- Vandalism
- Violence
- Possession of a weapon

### **Completion of Assigned Homework**

Teachers are responsible for the assigning and checking of a student's homework. Students are responsible for the recording and completion of assigned homework. Homework will be assigned in class and never after the student has left the school although teachers may kindly send reminders of due homework that has been previously assigned. Should a student continually fail to complete their assigned homework they may first be given a warning. If, after a warning is received, the student continues to fail in the completion of their assigned homework it will be treated as a major offense. At the teacher's discretion, the student may need to sign a behavior contract, and be punished accordingly.

### **Social/ Community Service:**

Community service is a requirement for students at our school. Some opportunities will be built by administration/ teachers or other students as clubs are developed.

### **Dress Code**

School uniforms are required by our school and the uniform fee must be paid before the student can attend the school. It is the responsibility of the

parents to purchase and maintain their child's uniforms. Our school requires that children wear the school uniform, follow some simple principles of dress, and follow the general principle of Biblical modesty.

The school operates its dress code on the basis of the principal of modesty. Modesty is defined simply as taking care to not draw unnecessary attention to one's self. Students at AIA should labor carefully to be modest and not to draw attention to themselves.

Ensure that, during winter, your child wears appropriate warm clothing. Caps, hats, bandanas, and scarves worn over the face are not to be worn in the building.

### Girls

- Any hats are not to be worn in the building.
- Students' faces are not to be hidden.
- Facial rings are not to be worn at school.
- Tattoos are not to be visible on a student at school.
- Hair is to be styled to look professional but not to draw attention:
  - Fad-hairstyles are not allowed.
  - Hair is not to be dyed an unnatural color.
  - Hair is to be kept neat and washed.
- The uniform is to fit well and to present a professional appearance.
- Clothing is to be worn such that no cleavage is shown.
- Logos on clothing are not to be contradictory to the school's values.
- A spirit of cooperation with authorities, of unity with peers, and a desire for modesty is to be adopted in following these standards.

### Boys

- Any hats are not to be worn in the building.
- Students' faces are not to be hidden.
- Facial rings are not to be worn at school.
- Tattoos are not to be visible on a student at school.
- Hair is to be styled to look professional but not to draw attention:
  - Fad-hairstyles are not allowed.
  - Hair is not to be dyed an unnatural color.
  - Hair is to be kept neat and washed.

- The uniform is to fit well and to present a professional appearance.
- Facial hair is to be kept neat and trimmed.
- Logos on clothing should not be contradictory to the school's values.
- A spirit of cooperation with authorities, of unity with peers, and a desire for modesty is to be adopted in following these standards.

Children wearing questionable clothing or failing to follow the guidelines above will be required to change at the discretion of the teachers or principal. Any staff member may approach a student and express whether an adjustment needs to be made. These expressions, as with all expressions from authorities, should be met with humility and respect.

## Fees and Tuition

Application Fee: At the school's discretion and dependent on transcripts for an applying student, the school may require testing to indicate the level of a potential incoming student. This non-refundable \$50 fee is for all steps involved in a student's application.

Enrollment Fee: For processing and handling, an enrollment fee will be paid before the student is officially enrolled. This is a non-refundable \$50 fee.

Re-enrollment Fee: For processing, handling, and reservation, a re-enrollment fee will be paid before the student is officially re-enrolled. This is a non-refundable \$25 fee.

Reservation: The first payment of the student's payment plan must be made before a student's spot is reserved in the class.

Uniform Fee: A flat \$160.00 uniform fee will be charged before the school year begins. This fee includes one jacket, four polo shirts, and one tee shirt.

Other Fees: The school reserves the right to reasonably charge extra fees for field trips, clubs, sports, activities, events, or other school related materials.

Tuition: School tuition can be paid as a lump sum or according to an agreed payment schedule. First payments must be made before students attend classes. Payment schedules incur an additional 2% fee on all payments made after the first payment. Parents electing to pay with a credit card are responsible to pay a 3%

process fee each time a payment is made. Tuition should be paid promptly as these funds are necessary for the operation of the school. International students who are on an I-20 visa should pay in full before beginning classes. A \$20 surcharge will be applied to the account every five business days that payments are past due. A late fee of \$100 may be applied for students enrolling after the beginning of the school year. Transcripts and records will not be released until all accounts are paid. Students may be dismissed because of past due accounts. Students who unenroll or are expelled may be partially refunded tuition for days missed at the discretion of the administration minus a 10% fee. Accounts will not be refunded for any days of even partially-attended school. The school reserves the right to not refund any tuition for students who unenroll; leave the school; miss substantial amounts of school for illness, vacation, etc.; or are expelled.

### Field Trip Policy

Field trips are defined as any activity involving students in which the student leaves the school campus. All such trips must be cleared through the headmaster with the exception of those involving an overnight stay, which must also be cleared through the School Board prior to informing the students or parents. Parents will be notified of all field trips. Permission slips must be signed by the parent/legal guardian, giving permission for the student to be taken off school premises for field trips.

The facility fields and the pond are considered an outreach of the school campus. Prior permission is not required for such an activity. Teachers must notify their supervisor of their trip, understand that the students are under their supervision, and take responsibility to care for the students' safety.

### Health and Safety

If a child needs to take medicine during the school day, the medicine needs to be brought to the school office with a signed permission slip from the parent. If the medicine is to be taken three times a day, a parent can administer that medication before school, after school, and at bedtime. Prescription medicine needs to be in the original container with the doctor's instructions. Non-prescription medicine needs to be accompanied by parent's instructions. Headache medicine can be given if a parent has signed a permission form. Students should be fever-free for 24 hours before being sent

to school. A child who is deemed too unwell to attend classes or contagious may be sent home at the discretion of teachers and administration. Parents should be considerate of their child's other classmates.

There will be no smoking, vaping, consumption of alcoholic beverages, or use of controlled substances on or off campus. Such behavior will result in suspension and possibly expulsion depending on the severity of the incident and at the administration's discretion.

Agape International Academy will labor to be in accordance with the state requirements for the management of health and safety protocols.

### **Accidents**

Our private school does not have a nurse's clinic on the campus. For emergencies, unless otherwise indicated on the application form, our school will contact the emergency line (911), for acute illnesses, accidents, or injuries requiring immediate medical treatment.

In the event of an accident or injury, the student's emergency contact will be notified immediately by phone whenever medical treatment is administered to a student, and an incident report will be kept in the student's permanent file. In such cases, it is especially crucial that the school has working phone numbers for students' parents and for alternate contacts in the event that a parent is unavailable. Please be diligent in keeping the school's records for your child up-to-date.

### **Parking Lot Policy**

Parents picking up or dropping off their child by vehicle must be extremely cautious when entering the parking area. Parents/ Guardians of children ages nine and under must ensure that their child is accompanied by a responsible family member to and from the gates of the school. The times for the pick-up and drop-off of students are clearly laid out in the school hours section of the handbook. If the accompanying parent/guardian is the driver of the vehicle, he/she must park in the area in a way that does not obstruct traffic. Students are to stay in the designated area until their ride arrives. Small children should not be left unattended in a parked vehicle. Reckless

driving will not be allowed in the parking area. All parents must follow the traffic plan for entering and exiting the parking lot. Excepting school field trips, our institution is not responsible for accidents or incidents that occur in the parking lot or anywhere near the school grounds.

### **Student Pick-up Policy**

Students from Kindergarten to students in the fourth grade must observe the school's pick-up policy. In order to ensure the safety of our students, parents will be given student pick-up lanyards. If a family member or friend of the family comes to pick up a student without the student's parent present they are required to show this lanyard before taking the student from the school grounds. If a family has failed to deliver this lanyard to the guardian who will be retrieving the student from school confirmation will be required over the phone before the student is taken from the school grounds.

### **Fire Safety Policies**

1. It is our policy to NEVER allow open flames in the classroom without previous written permission from administration. The written permission for an open flame will require that the time, location, and purpose are clearly stated.
2. It is our policy that any electrical item with torn or exposed wiring may NOT be plugged in. Wiring that has been intentionally adjusted for any reason MUST receive prior approval from administration before being used.
3. It is our policy that any device which is intentionally heated for function MUST receive prior approval from administration before being used. Such devices must also be actively guarded by staff members to ensure that it does not come into contact with any item unintentionally or in an unsafe manner.
4. It is our policy that any electrical device may not be simultaneously plugged in inside and used outside unless the device is being actively used and the weather permits. Rain, snow, or other forms of precipitation would render such use forbidden.
5. It is our policy that flammable gasses or liquids must be in sealed closed containers unless being actively used. The use of a flammable gas or

liquid for an experiment or otherwise, excepting the daily use of gas for the kitchen staff, requires prior approval from administration. The written permission for use of flammable gasses or liquids will require that the time, location, and purpose are clearly stated.

6. A breach in school policy concerning fire safety is cause for action ranging from suspension to expulsion. Safety being a prime concern of the school and a necessity for education to take place, students must be active participants in the prevention of fires.

### Lost, Damaged, or Stolen Items

Lost and found items can be located in the main office. Students are responsible for their own belongings. Any items not claimed will be disposed of at the end of each semester. Our institutions are not responsible for lost, damaged, or stolen items.

### Parent Participation Policy

Because of its nature as a private school, our school depends on parent volunteers to help meet our goals. Parents are encouraged to talk to the teachers, office, and administration about different volunteer opportunities. All parents having students in our schools are members of the Parent Teacher Fellowship (PTF) and are encouraged to organize and attend meetings and activities.

### **Parental Complaints**

Parents are encouraged to follow the correct procedure in voicing a complaint, realizing that all those involved are working toward the same goal of helping their children become loving leaders in a loving and safe environment. Parents are asked to follow sound Biblical principles-such as the Matthew 18 principle of discussing an offense with the offender before getting anyone else involved. Staff, parents, and students should not talk about other staff, parents, or students in a negative or gossiping manner.

Parents need to speak with the teacher about student problems before they talk to administrators. If parents or teachers should find that they have a serious issue that needs to be discussed, it should be handled through the

venue of an official parent/teacher conference. While parent/teacher conferences are scheduled into the school calendar, serious issues need to be addressed at the time when the issue is occurring/relevant. Parents or teachers should call a parent/teacher conference with a translator, if necessary. Parents and teachers should never assume an issue has been resolved without having an official parent/teacher conference. If unresolved between the parent and the teacher, the matter is moved upward in the school organizational structure. Concerns should be addressed in the following order: Teacher, Supervisor, Principal, Administrator, and School Board.

## Extra Curricular Activities

### **Physical Education**

Participation in P.E. is required unless the child has a signed note from a doctor stating a medical reason for which they cannot participate. All students should wear close-toed shoes appropriate for P.E. classes. All students must bring a water bottle to school to ensure hydration.

### **Music Classes**

For the development of our students, our educational institutions will labor to develop opportunities for music classes after school. Music classes will be limited by time availability of teachers, but we strongly encourage students to get involved in after school music training. Music training gives a special development to students as they learn both aesthetics and skill. If you are interested in signing your child up for music classes, then please see the office for availability of lessons.

### **School Clubs**

School clubs are an excellent way for students to pursue their own personal interests with the help of a teacher or parent guide. A student may find a teacher or parent sponsor to help organize and lead club meetings and activities. Clubs can range from academic to volunteer opportunities. The lead student will work together with the sponsor to organize club meetings after school. Club meetings may meet once a week after school for 50 minutes to an hour. Clubs may plan field trips or other activities to get



approved by the school. Our educational institutions hope that many students, parents, and teachers will be involved in the development of these exciting school clubs. If a parent has an idea for a club, then they should speak with their child about taking the initiative

### Recess Policy

Students are expected to follow all playground rules at recess. Except for discipline, all students must go to the designated area for recess unless they have a signed permission slip from their parents stating a medical reason for which they cannot go outside. A doctor's note is required if a child needs to stay inside for a prolonged number of days. In the event of inclement weather, the whole school will stay indoors at the principal's discretion.

### School Closing

The staff will contact parents if the school closes for any reason. Parents are encouraged to call the school if there are any questions regarding weather. Students who leave the area due to the "possibility" of bad weather or any other circumstance that is unapproved will not receive an excused absence.

### School Rules

Obedience (right away and with a good attitude) to all those in authority (teachers, parents, administration, and staff) in every area of the school is expected. Respect is to be maintained in the inner spirit and demonstrated through the tone of voice, facial expression, and content of speech. Conversations are expected to be constructive, friendly, and wholesome. Foul language, gossip, and degrading names will not be tolerated. Courtesy and respect to all is expected. There will be no smoking, vaping, consumption of alcoholic beverages, or use of controlled substances on or off campus. Such behavior will result in suspension and possibly expulsion depending on the severity of the incident and at the administration's discretion. Suspension or expulsion for such an offense will result in the loss of any available refunds. The property of the school and individuals should be treated with respect. Borrowing someone's possessions

or supplies without their permission is stealing. Defacement or destruction of any property is vandalism.

### **Electronic Device Policy:**

It is the intention of AIA to teach students how to handle difficult situations. Electronic devices are powerful and important tools that also possess great potential for a variety of dangers and challenges. Rather than banning electronic device use, it is the desire of our team that students, whose parents desire for them to be in possession of an electronic device, would mature to be able to manage the temptation of using the device within moderation and for proper purposes. For this purpose, the student should only have their electronic device to be used for pre-approved functions as requested and/or approved by staff. Students should never take photos of other students without asking for permission nor should students use electronic devices for purposes contrary to the established core values.

### **Morning Rules:**

1. Students should come to the cafeteria during arrival times.
2. Volume should be kept low.
3. Students should stay in supervised areas.
4. Once students enter the school, they should be calm and follow the rules of the handbook.

### **Building Rules:**

1. Students must walk, not run, inside the building.
2. Students are expected to move quietly from place to place.
3. Caps, hats, bandanas, and scarves that cover the face are not to be worn in the building.
4. Respect shall be shown for any student art displayed about the building.
5. Respect shall be shown for teacher's bulletin boards.
6. Gum chewing is not allowed.
7. No electronic games are allowed.
8. Students' areas (lockers and desks) must be kept orderly
9. Students' bikes must be kept in the designated areas.
10. The use of bikes, skateboards, etc. during school hours is prohibited.

11. No animals are allowed within the facility at any time.
12. Students should follow the telephone use policy at the end of this handbook.

### **Restroom Rules:**

1. Students shall strive to maintain cleanliness.
2. Students must use care while using the restroom and flushing the toilet or urinal after use.
3. Any inappropriate use of the restroom is a major offense.
4. Loud or rowdy behavior is not allowed.

### **Lunchroom Rules:**

1. Supervisors will walk around making sure that students are eating their food. While we will not FORCE students to eat, we act as surrogate parents to tell the students that they need to keep eating to get the nutrients that they need.
2. Toys may not be brought to lunch. If students want to use toys during recess after lunch, then they should get their toys before recess instead of bringing the toys to lunch.
3. Students eating lunch outside of the cafeteria must ask permission from the supervisor before leaving the area for any reason.
4. Students should stay seated in their seats unless they are getting food.
5. Students should not make a mess.
6. Even during talking time, students should use “inside voices” and the volume in the room should be kept to an appropriate level where a teacher could hear another teacher talking to them.

### **Playground Rules:**

1. Students should speak the designated languages at recess times.
2. Directions of the playground supervisor are to be followed.
3. Games or the use of equipment deemed dangerous by the supervisor are prohibited.
4. Dangerous throwing of rocks, sticks, etc., is prohibited.
5. Climbing on or over the fence is not allowed.

6. Appropriate clothing is necessary including coats and/ or gloves for play in the winter.
7. If students are arguing about a game, the game may be discontinued at the supervisor's discretion.
8. Games that elevate gambling or violence are prohibited.
9. No electronic games are allowed.
10. All toys must be approved by the teacher.
11. Play around muddy or wet areas is prohibited.

### **After-School Rules:**

1. After students have left the school grounds, the school is not responsible for their well-being.
2. Students should not re-enter the school grounds. Students who need to re-enter the school to get items that they have forgotten may be disciplined for a lack of diligence.
3. Students should not play with school equipment items (balls, etc.) after school. Students who want to play with balls, etc. should bring their own to play with after school.

## Student Records

The school must be informed IMMEDIATELY of any change of address, phone number, or other information. It is the responsibilities of the families to ensure that all students have up to date information for emergency contacts on file with the school.

## Visitors

Except on special occasions (school programs, athletic events, open house, and similar public events), all visitors (including parents and guardians) must report to the school office when entering the school and will sign a log book. Visitor passes shall be issued for all persons other than students and employees of the school. Anytime that you need to enter the classroom, you must check into the office first. No visitor without a visitor's pass will be permitted to go beyond the school's office area.

## Telephone Usage

School faculty is discouraged from receiving phone calls during class unless it is an emergency. Please leave a message with the school secretary if it is not an emergency situation. The office phone is for school business only. Students cannot use the office phone for non-school purposes.

The school phone number is: (757) 201-4759

Cell phone usage will be carefully monitored by staff. Students are expected to learn how to be mature to only use their cell phones during necessary times. Use during examinations is unacceptable. Students who are using their cell phones should not negatively impact other students and will be taught to use their cell phones in moderation.



